**Unit 1: My place in the world**

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| **Department:** | | **World Languages** | |
| **Course:** | | **Spanish 1** | |
| **Theme:** | | **Personal and public identities** | |
| **Topic:** | | **My place in the world** | |
| **Learning Scenario** | | Students will explore their individuality by describing themselves and asking about others. Students will begin by exploring who they are, where they live, their nationality and heritage. They will become a citizen of the world by creating a fictional identify of someone living abroad in a Spanish-speaking country. They will select their new country, determine their age and personality and will begin to build a new identity. | |
| **Standard(s):** | |  | |
| **Desired Results** | | | |
| **Understandings** | | I am a unique individual. or Everyone is unique.  Language opens doors to the world.  Where you grow up shapes your identity. | |
| **Essential Questions** | | Who am I? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| Greet someone and say goodbye | | | Greetings (Tú VS usted) |
| Introduce yourself and ask for someone’s name | | | Llamarse (Tú VS usted)  llamarse |
| Be able to convey personal information accurately | | | ¿Cómo se escribe tu nombre?  ¿Cómo se escribe tu apellido?  Se escribe… (SEE BELOW FOR ALPHABET) |
| Discuss age | | | Tengo / Cuántos años tiene(s) , numbers (Tú VS usted) |
| Talk about where you are from and where you live | | | ¿De dónde eres? Soy de…  ¿Dónde vives? Vivo en… |
| Ask how someone is feeling and respond appropriately | | | ¿Cómo estás? Estoy…  ¿Cómo está usted? |
| Describe yourself and ask what someone else is like | | | Soy, tengo, ¿Cómo eres?, noun/adjective agreement, descriptions |
| Discuss activities you like and don´t like to do | | | Me gusta, te gusta, + activities |
| Explain why you like and don´t like to do certain things | | | Me gusta(dibujar) porque soy (artístico). |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Reading/Listening (SEE DOCUMENT) | | |
| Interpersonal | Task 1  You are meeting a Spanish exchange student for the first time. Have a conversation where you ask and answer questions to discuss:   * name * age * nationality * likes and dislikes * personality traits   Task 2   * You are attending the first meeting of the International Club where you meet someone who only speaks Spanish. Have a conversation where you ask and answer questions to discuss:name * age * nationality * likes and dislikes * personality traits   Task 3  A new Spanish-speaking student is enrolling at Mundelein High School. As a school ambassador you’ve been called to the office to welcome the new student. Have a conversation where you ask and answer questions to discuss:   * name * age * nationality * likes and dislikes * personality traits | | |
| Presentational | Write a paragraph about yourself to your new pen pal and include 3 questions for them to answer. | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| Practice benchmark / role-play (dialogue)  Vocabulary quiz (pictures/ppt)  Noun-adjective agreement (visuals)  Biopoema and present (Glogster or Voki) | | |  |
| Learning Activities (See common drive for documents) | | | |
| * Central America (geography) TBD * French regions (cultural sharing day) * Create map in groups with icons representing the activities/ products of the region or country and present to the class * Student given topic to research (famous musician, athlete, artist, food, etc.) * Walk around activities * Info gap activities * Practice benchmark * Describe famous people using a variety of vocab * Eye chart to identify letters * Exchange phone numbers * Integration p.47 Act.20 (email w/listening) * Interview grid (pasatiempos and adjectives) * Various listening activities (Avancemos1 text) * <http://cvc.cervantes.es/ensenanza/actividades_ave/nivelI/actividad_08.htm>   (Tú VS usted)   * Name silhouette * Yearbook entry:( Bring a photo of yourself and create a caption that could be used in a yearbook. Give your name, where are from, what you are like, who you like to spend time with, and what activities you like to do. * Alphabet activities (dictado) * Telehistoria * Guess the age (under 30) * Connect the dots (alphabet and numbers) * Bingo * Facebook activity | | | |
| Resources | | | |
| * Spark3000 (non-fiction) * Avancemos (resources) * Quizlets * Quia shared * A-Z learning * e-pals * Babalingua (videos) * Storybird (online story book) Either storybird or tikatok could be used as the presentational assessment. * Tikatok (Online story book) | | | |

Do you want to drop this chart from the unit at this point?

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| **Spanish** | **French** | **Mandarin** |

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|  | **Numbers 0-30**  **Alphabet**  **Greetings/ leave taking**  Bonjour  Salut  Bonne nuit  Bonsoir  Au revoir  À plus tard  À bientôt  À demain  À toute à l’heure  Ciao  **Les passetemps**  What do you like to do?  I like to…  Assister à un concert  Danser  Marcher  Chanter  Manger  Courir  Se reposer  Dessiner  Écouter la musique  Parler au téléphone  Faire du sport  Faire les devoirs (de…)  Aller au cinema  Faire les magasins  Jouer au jeux video  Lire un livre  Regarder la télé  Faire du vélo  Nager  Passer du temps  Jouer au/ aux  Jouer de la / du/ de l’/ des  Travailler  Travailler sur l’ordinateur  **La personnalité:**  Sympathique  Méchant  Bon  Mauvais  Amusant/ drôle  Sérieux  Travailleur  Paresseux  Créatif  Ennuyeux  Divertissant  Sportif  Studieux  Intelligent  Responsable  Organisé  Désorganisé  Doué  Positif  Negatif  Timide  Américain  **Les emotions**  Bien  Mal  Fantastique  Comme ci comme ça  Fatigue  **La physique**  Grand  Petit  De taille moyenne  Gros  Mince/maigre  blond  Brun  Roux  Jeune  Vieux  Fort  Musclé  Bête  Joli  Beau  Laid/ moche  J’ai les cheveux…  Courts  Longs  Frisés/ bouclés  Lisse  Bruns  Blonds  Noirs  J’ai les yeux…  Bleus  Marron  Verts  Noisette  Noirs  Gris  Questions  Où  Comment  Quoi?  D’où  Combien (de)  Comment ça va?  D’autres expressions  Parce que  Très  Un peu  Beaucoup (de) | 家  爸爸 |